

## SOUTH CAROLINA

### WORLD LANGUAGE PROGRAMS AND LEARNER EXPECTATIONS

The purpose of this document is

- to lay out optimal conditions for supporting learner progress in world language programs,
- to describe proficiency goals in terms of program outcomes and course descriptions, and
- to provide a general understanding of how learners' language proficiency grows.

The chart for each world language program delineates proficiency targets in the five language competencies:

- interpretive listening
- interpretive speaking
- interpersonal (refers to real time two-way interaction)
- presentational speaking
- presentational writing

Within each proficiency sublevel is a range that describes the control that the learner exercises within a particular range: conceptual, partial or full. As learners attain full control of a proficiency sublevel, they begin exhibiting characteristics of conceptual control of the next higher sublevel. The time that it takes for learners to move from conceptual to partial and finally full control varies from learner to learner. It is a fluid process. It is critical for schools and districts to understand these varying levels of control in order to set valid course proficiency targets, develop appropriate curriculum and assessments and to establish fair grading policies.

The chart below describes these three levels of control:

#### American Council on the Teaching of Foreign Languages (ACTFL) Terminology

<b>Conceptual Control</b> <i>Learner understands how the mechanics of language work</i>	<b>Partial Control</b> <b>Learner can use, recycle, expand language demands of a proficiency sublevel</b>	<b>Full Control</b> <b>Learner automatically and consistently performs at a proficiency sublevel</b>
<b>Learner characteristics</b>  Ability to repeat learned chunks of language  Accuracy in very limited contexts  Focus on form	<b>Learner characteristics</b>  Ability to use language in a limited way  Accuracy only in highly practiced contexts  Focus on form and meaning	<b>Learner characteristics</b>  Ability to use language in a variety of contexts, with variety of topics  Extensive experience in meaningful communication  Focus on meaning

*ACTFL OPI Assessment Workshop 2014. Adapted with permission from ACTFL*

**The ACTFL Assessment of Performance Towards Proficiency (AAPPL) Score Report** shows that the intermediate level is subdivided into more levels than the Novice level because, based on national test data, it takes more time to achieve Intermediate –level proficiency (<http://aappl.actfl.org/scores>).

Guidelines	Performance Scale	Performance Score
Intermediate High	INTERMEDIATE	I-5
Intermediate Mid		I-4
Intermediate Mid		I-3
Intermediate Mid		I-2
Intermediate Low		I-1
Novice High	NOVICE	N-4
Novice Mid		N-3
Novice Mid		N-2
Novice Low		N-1

Even though learners often progress through the Novice level within a year or even a semester, gaining Intermediate-level proficiency requires considerably longer timeframes – multiple years and/or semesters.

### World Language in Elementary School Programs (WLES)

Ideally, the purpose of elementary school world language programs is to begin an uninterrupted sequence of instruction that begins at Novice-level proficiency and continues to intermediate and possibly Advanced proficiency through middle and high school programs.

Effective WLES programs are based on targeted proficiency levels as described in the *South Carolina Standard for World Language Proficiency* and

- initiate verbal communication, literacy development and everyday intercultural competencies.
- incorporate grade-level content through thematic units that integrate mathematics, science, health, social studies, etc.
- provide sequential instructional units/curriculum that promote progress from one proficiency sublevel to the next.

In order for learners to make measurable progress in language proficiency, **at least** three class meetings per week totaling at least 90 minutes of instruction are required, (<http://www.actfl.org/news/position-statements/early-language-learning>). Instruction may include, but is not limited to, video and digital programs. Because interpersonal communication is a key competency, learners need consistent real-time interaction with speakers of the language in order to reach proficiency benchmarks.

Exploratory-type programs that do not meet this 90-minute weekly requirement and that are not based on grade-level content consistently fail to produce meaningful **learner growth**.

Outcomes laid out in the chart below are based on the American Council on the Teaching of Foreign Language's (ACTFL) recommendation of a minimum of 90 minutes of instruction per week.

### World Language Elementary School Proficiency Targets

Language Competency	End of Course 1 or K	End of Course 2 or Grade 1	End of Course 3 or Grade 2	End of Course 4 or Grade 3	End of Course 5 or Grade 4	End of Course 6 or Grade 5
<b>Interpretive Listening</b>	Novice Mid N-3	Novice High N-4	Novice High N-4	Novice High N-4	Intermediate Low I-1	Intermediate Low I-2
<b>Interpretive Reading</b>	Novice Mid N-2	Novice Mid N-3	Novice Mid N-4	Novice High N-4	Novice High N-4	Intermediate Low I-1
<b>Interpersonal</b>	Novice Mid N-2	Novice Mid N-3	Novice High N-4	Novice High N-4	Novice High N-4	Intermediate Low I-1
<b>Presentational Speaking</b>	Novice Low N-1	Novice Mid N-2	Novice Mid N-3	Novice High N-4	Intermediate Low I-L	Intermediate Mid I-1
<b>Presentational Writing</b>	Novice Low N-1	Novice Mid N-2	Novice Mid N-3	Novice High N-4	Intermediate Low I-L	Intermediate Mid I-2

### Elementary Dual Language Immersion Programs (EDLI)

The purpose of dual language immersion programs is to develop bi-literacy or high levels of proficiency in English and another language through the study of academic content, such as math, science and the arts. Instead of basing curriculum and assessment on the aforementioned language competencies as would be done in elementary world language programs, dual language programs use the four language skills, just as English Language Arts does.

## EDLI Proficiency Targets

The charts below lay out proficiency benchmarks for dual language immersion programs based on the four language skills.

### Elementary Dual Language Immersion Proficiency Benchmarks for Alphabetic Languages

Language Competency	End of K	End of Grade 1	End of Grade 2	End of Grade 3	End of Grade 4	End of Grade 5
<b>Listening</b>	Novice High N-4	Intermediate Low I-1	Intermediate Mid I-2	Intermediate Mid I-3	Intermediate High I-4	Advanced Low 1-5
<b>Speaking</b>	Novice Mid N-3	Novice High N-4	Intermediate Low I-1	Intermediate Mid I-2	Intermediate Mid I-3	Intermediate Mid I-4
<b>Reading</b>	Novice Mid N-2	Novice High N-4	Intermediate Low I-1	Intermediate Mid I-2	Intermediate Mid I-3	Intermediate High 1-4
<b>Writing</b>	Novice Mid N-3	Novice High N-4	Intermediate Low I-1	Intermediate Mid I-2	Intermediate Mid I-3	Intermediate Mid I-4

### Elementary Dual Language Immersion Proficiency Benchmarks for Logographic Languages

Language Competency	End of K	End of Grade 1	End of Grade 2	End of Grade 3	End of Grade 4	End of Grade 5
<b>Listening</b>	Novice High N-4	Intermediate Low I-1	Intermediate Mid I-2	Intermediate Mid I-3	Intermediate Mid I-4	Intermediate High I-5
<b>Speaking</b>	Novice Mid N-3	Novice High N-5	Intermediate Low I-1	Intermediate Mid I-2	Intermediate Mid I-3	Intermediate Mid I-4
<b>Reading</b>	Novice Low N-1	Novice Mid N-3	Novice High N-4	Intermediate Low I-1	Intermediate Mid I-2	Intermediate Mid I-3
<b>Writing</b>	Novice Low N-1	Novice Mid N-2	Novice Mid N-3	Novice High N-4	Intermediate Low I-1	Intermediate Mid I-2

## Middle School World Language Programs (MSWL)

Effective MSWL programs are based on targeted proficiency levels as described in the *South Carolina Standard for World Language Proficiency* and

- develop verbal communication, literacy development and everyday intercultural competencies.
- incorporate grade-level content through thematic units that integrate mathematics, science, health, social studies, etc.
- build upon the learning begun in elementary school or introduce learners to a world language sequence.
- prepare learners for high school world language sequence.

Achieving levels of proficiency is dependent upon sustained language experiences in an uninterrupted sequence of instruction in the same target language. Exploratory-type programs fail to produce meaningful **learner growth**. Middle school programs that do not meet these requirements and that are not based on grade-level content consistently fail to produce meaningful **learner growth**

### MSWL Proficiency Targets

The sample outcomes shown in the chart below are based on year-long instruction beginning in grade 6. Middle schools that award a Carnegie unit can refer to the High School proficiency chart for corresponding sample outcomes.

**MSWL Proficiency Benchmarks for Alphabetic Languages**

Language Competency	End of Course 1 or Grade 6	End of Course 2 or Grade 7	End of Course 2 or Grade 8
<b>Interpretive Listening</b>	Novice High N-4	Intermediate Low I-1	Intermediate Mid I-2
<b>Interpretive Reading</b>	Novice Mid N-3	Novice High N-4	Intermediate Low I-1
<b>Interpersonal</b>	Novice High N-4	Intermediate Low I-1	Intermediate Mid I-2
<b>Presentational Speaking</b>	Novice High N-4	Intermediate Low I-1	Intermediate Mid I-2
<b>Presentational Writing</b>	Novice High N-4	Intermediate Low I-1	Intermediate Mid I-2

### MSWL Proficiency Benchmarks for Logographic Languages

<b>Language Competency</b>	<b>End of Course 1 or Grade 6</b>	<b>End of Course 2 or Grade 7</b>	<b>End of Course 3 or Grade 8</b>
<b>Interpretive Listening</b>	Novice Mid N-3	Novice High N-4	Intermediate Low I-1
<b>Interpretive Reading</b>	Novice Low N-1	Novice Mid N-2	Novice Mid N-3
<b>Interpersonal</b>	Novice Mid N-3	Novice High N-4	Intermediate Low I-1
<b>Presentational Speaking</b>	Novice Mid N-3	Novice High N-4	Intermediate Low I-1
<b>Presentational Writing</b>	Novice Low N-1	Novice Mid N-2	Novice Mid N-3

Proficiency targets for dual immersion middle school programs whose learners transition from elementary **dual immersion** programs have not yet been established due to the lack of consistency in middle school immersion programs across the state.

Proficiency targets for middle school programs that began as world language **elementary school** programs, rather than dual immersion programs, have not been established due to the lack of state data at this time.

## High School World Language Programs (HSWL)

High School World Language programs offer courses that range from Novice to Advanced proficiency levels based on prior learner language experience.

Effective HSWL programs are based on targeted proficiency levels of the *South Carolina Standard for World Language Proficiency* and

- develop verbal communication, literacy development and everyday intercultural competencies.
- build upon the language learning begun in earlier grades or introduce learners to world language study.
- prepare learners for their post-high school world language experiences.

The targets below will vary depending on scheduling options.

### High School Proficiency Targets for Alphabetic Languages

Language Competency	Course1	Course 2	Course 3	Course 4	Course 5
<b>Interpretive Listening</b>	Novice High N-4	Intermediate Low I-1	Intermediate Mid I-2	Intermediate Mid I-3	Intermediate Mid I-4
<b>Interpretive Reading</b>	Novice Mid N-3	Novice High N-4	Intermediate Low I-1	Intermediate Mid I-2	Intermediate Mid I-3
<b>Interpersonal</b>	Novice High N-4	Intermediate Low I-1	Intermediate Mid I-2	Intermediate Mid I-3	Intermediate High I-4
<b>Presentational Speaking</b>	Novice High N-4	Intermediate Low I-1	Intermediate Mid I-2	Intermediate Mid I-3	Intermediate Mid I-4
<b>Presentational Writing</b>	Novice Mid N-3	Novice High N-4	Intermediate Low I-1	Intermediate Mid I-2	Intermediate Mid I-3

## High School Proficiency Targets for Logographic Languages

Language Competency	Course1	Course 2	Course 3	Course 4	Course 5
<b>Interpretive Listening</b>	Novice Mid N-3	Novice High N-4	Intermediate Low I-1	Intermediate Mid I -3	Intermediate Mid I-3
<b>Interpretive Reading</b>	Novice Low N-1	Novice Mid N-2	Novice Mid N-3	Novice High N-4	Intermediate Low I-1
<b>Interpersonal</b>	Novice Mid N-3	Novice High N-4	Intermediate Low I-2	Intermediate Mid I-2	Intermediate Mid I-3
<b>Presentational Speaking</b>	Novice Mid N-3	Novice High N-4	Intermediate Low I-2	Intermediate Mid I-2	Intermediate Mid I-3
<b>Presentational Writing</b>	Novice Mid N-2	Novice Mid N-3	Novice High N-4	Intermediate Low I-1	Intermediate Mid I-2

## Resources

*ACTFL 2012 Proficiency Guidelines*

<http://www.actfl.org/publications/guidelines-and-manuals/actfl-proficiency-guidelines-2012>

*How Many Hours do Students Need to Reach Intermediate High Proficiency?*

<https://casls.uoregon.edu/wp-content/themes/caslstheme/pdfs/tenquestions/TBQHoursToReachIH.pdf>

*NCSSFL-ACTFL Can-Do Statements: Progress Indicators for Language Learners*

<http://www.actfl.org/publications/guidelines-and-manuals/ncssfl-actfl-can-do-statements>

*2013 South Carolina World Language Standard for World Language Proficiency*

[http://ed.sc.gov/scdoe/assets/file/agency/ccr/Standards-Learning/documents/2013\\_SC\\_Standard\\_for\\_WL\\_Proficiency\\_08-13-13.pdf](http://ed.sc.gov/scdoe/assets/file/agency/ccr/Standards-Learning/documents/2013_SC_Standard_for_WL_Proficiency_08-13-13.pdf)